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ABSTRACT

This handbook is designed to serve as a guide to the implementation of a center for at-risk youth. It provides information on available resources, a design for services, and sample forms necessary for the identification of at-risk youth. Section 1 describes the Missouri model for at-risk youth that emphasizes completion of graduation requirements and the acquisition of skills for employment. It covers prerequisites for participation, general information, program design, program success, academic credit, and student outcomes. Section 2 defines the programs that may be made available, including assessment and evaluation, educational attainment, guidance and counseling, career awareness and exploration, employment readiness, alternative completion programs, school to work, vocational skills training and job placement, inservice training, and advisory committee. Appendixes include a 14-item bibliography; lists of instructional texts, software, and resources recommended for learning centers; a state resources directory; list of alternative learning center sites; sample input, referral, agreement, and Individual Vocational Education Plan forms; glossary; the Missouri show-me standards, both knowledge and performance; and additional information such as lists of strategies for working with at-risk students, helpful techniques for working with at-risk students, and recommendations for the development of a program for at-risk students. (YLB)

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AREA VOCATIONAL-TECHNICAL LEARNING CENTERS

A Guide to the Implementation & Operation Of a Center for At-Risk Youth

A great resource for teachers, counselors, and administrators who interact with students who are at-risk.

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Area Vocational-Technical Learning Centers

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INTRODUCTION

Nationally, more than 25 percent of potential high school graduates drop out before they are eligible to receive diplomas. In most major cities, this rate is much higher. Higher standards in the public schools, decline of the family unit, lack of educational diversity, poor student attendance, reduced educational funding, and declining socioeconomic conditions are some of the factors contributing to the growing population who leave school prior to graduating. In addition, the focus of educational reform has changed before the system has had a chance to accommodate an increasing number of students who are dropping out.

High dropout rates among high school students continue to be a blight on school systems across the country. However, school administrators and educators now recognize the burden being placed on society by the large numbers of students who lack educational and work skills. These administrators and educators have begun to identify students who are at risk of dropping out and have developed programs to prevent student failure. Educators in Missouri are among those who are identifying at-risk students and implementing programs to help them succeed.

Missouri identifies at-risk students as individuals who are still of school age but whose continued education is in jeopardy because they are experiencing academic deficits, have become disaffected with school and learning, and/or are impacted by other factors that impede educational and social development. Such factors ***may*** include:

- A parent or sibling who dropped out of school,
- Numerous family relocations,
- Poor social adjustment or deviant social behavior,
- A job where they are working more than half time,
- Being the target of racial or ethnic prejudice,
- Low self-esteem and expectations of teacher, parents, and community,
- A poorly educated parent/parents,
- Being parents themselves (particularly females),
- A deprived environment that slows economic and social development,
- A single parent home, and
- Being the victim of personal or family abuse (substance, emotional, or sexual).

In 1988, Learning Centers were established at 24 of Missouri's area vocational technical schools (AVTSs) to address the problem of students who are at-risk of dropping out of the public school system. Today, there are 43 sites in existence, assisting more than 4,000 at-risk students in grades 7-12. The overall success rate between 1988 and 1996 show that the activities of these centers are contributing to controlling the number of dropouts from Missouri high schools. A 1996 report to the Department of Elementary and Secondary Education showed that 88% of the students enrolled in at-risk centers experienced success. This percentage is comparable to those reported previously: 84% in 1991, 82% in 1992, 84% in 1993, 83% in 1994, and 84% in 1995.

This handbook will serve as a guide to the implementation of a center for at-risk youth and will provide information on available resources, a design for services, and sample forms necessary for the identification of and to provide services to at-risk youth.

A Missouri Model For At-Risk Youth

There are literally hundreds of individual program strategies for serving at-risk youth, creating a variety of curriculum and services. This variety reflects a diversity of local needs; no matter how many "models" are on hand, every program ultimately has to be built using local knowledge, experience, and resources.

This program model for at-risk youth emphasizes completion of graduation requirements and the acquisition of skills for employment.

Prerequisites for Participation

Both the participating school district and the Area Vocational Technical School (AVTS) must meet the following conditions to participate in an Area Vocational Technical Learning Center (AVTLC):

- Both must adhere to the requirements and procedures included in this handbook.
- The AVTLC must be administered by an AVTS.
- The AVTS must have access to an Adult Basic Education (ABE) program.
- The AVTS must be able to secure the support of the superintendents, principals, and teachers, as well as the support of each participating school's board of education.
- The participating schools must establish an academic credit committee consisting of the school principal, teachers, and academic department heads or others designated by them. The basic skills instructor will make recommendations to the school based on the competencies that have been mastered.
- The program must have sufficient enrollment.
- The program must establish an advisory committee that provides input into the operation of the program. The committee may consist of school personnel; individuals from the private sector; parents; students; and staff members from area social services, such as the Division of Family Services, the Division of Youth Services, and the Juvenile Office.
- The program must maintain data and records for the receipt of funds from various sources and to determine the success of the program.
- Administrators must be willing to assign or employ qualified staff to ensure the success of the program.

General Information

The Missouri Department of Elementary and Secondary Education provides assistance to eligible local education agencies for the development, implementation, and operation of programs designed to prevent students from leaving school without a diploma and to encourage those who

have left early to return and complete their education. The program must include career awareness activities and the opportunity for enrollment into a vocational skill training program. Programs that are approved must:

- Serve the target population;
- Provide local in-service training in dropout prevention for teachers, counselors, and administrators;
- Disseminate and/or provide information regarding successful program methods and techniques to other local education agencies; and
- Integrate academic and vocational skill instruction.

Individuals eligible to receive services include:

- A student currently enrolled in a school or identified as a potential dropout and experiencing difficulty with academics, discipline, social conditions, economic conditions, or other areas that relate to her/his ability to become a productive member of the workforce after graduation.
- An individual who has dropped out of school, meets the program age requirements, and is willing to re-enroll in his/her resident district.
- An individual who has or does not have a high school diploma or its equivalent and is experiencing difficulty in finding a job, sustaining employment, or furthering her/his vocational training.

Program Design

The following strategies may be used in the program:

- Counseling services (individual and small group).
- Outreach activities.
- A thorough assessment of individual student needs and learning style.
- Lindamood Auditory Conceptualization Test and Auditory Discrimination in Depth Program.
- Development of an Individual Vocational Education Plan (IVEP) for each participant using the assessment results. Information needed includes the abilities, skills, interests, aptitudes, achievements, and knowledge of the student as they relate to various careers. Parent involvement in the IVEP process is desirable.
- Basic skills instruction.
- Flexibility in the structure of the delivery system to be used (e.g., classroom hours, use of staff, classroom location, and student-teacher ratios).
- Career awareness.
- Training in appropriate vocational skill areas.
- Adjustment for learning styles.
- Coordination of academic instruction, vocational instruction, and counseling services.
- Computer-assisted instruction.
- Individualized instruction.
- Cooperative learning with heterogeneous grouping.
- Tutoring and mentoring.
- Alternative assessment strategies, such as portfolios.

- Thorough assessment and feed back on student progress.
- Workplace Readiness.
- Full- or part-time attendance.
- Extended day services.
- Transportation arrangements.
- Child care arrangements.
- Transition services (job placement and continuing education).

Program Success

Factors that are important to the success of the program include:

- Qualified and motivated staff;
- The use of unique and innovative techniques to produce benefits that address educational problems and needs;
- Program goals/objectives that contribute to improved educational activities for students;
- Student performance and achievement in such subjects as mathematics, science, communication, and technology;
- High school graduation or equivalent;
- Vocational training and placement of students in jobs, including military service; and
- The successful transition of students to postsecondary educational programs.

Academic Credit

Students who are enrolled in an AVTLC are eligible to receive high school credit from their home high school. Grades are issued based on achievement. Credit can be based upon the competencies mastered by the student. Academic credit must meet state and home school requirements and can be awarded by the home school upon the recommendation of the basic skills instructor and program director.

For example, a student needing a unit of math toward graduation will be issued specific assignments by the participating home school. The basic skills instructor will tutor and work with the student to complete these assignments. Once the assignments are completed, the home school will be responsible for reviewing all the work and will award any earned credit. This process allows for input from the various schools and academic areas. This cooperative effort creates ownership on the part of each school and demystifies the alternative program as the "other program."

In some cases, the basic skills instructor acts as a teacher rather than a tutor. In these cases, specific texts and curriculum are used for all the students in the AVTLC and assignments are not issued from the home school. However, the home school is still responsible for awarding any credit earned by the student.

In addition, credits may be issued for applied courses. Such credit may be elective credit, but it would enable the student to obtain additional credit toward graduation and possibly gain the skills

necessary to complete courses leading to credits in the non-elective areas. Examples of such courses could include:

- Applied communication,
- Applied government,
- Applied economics,
- Applied math, and
- Applied science.

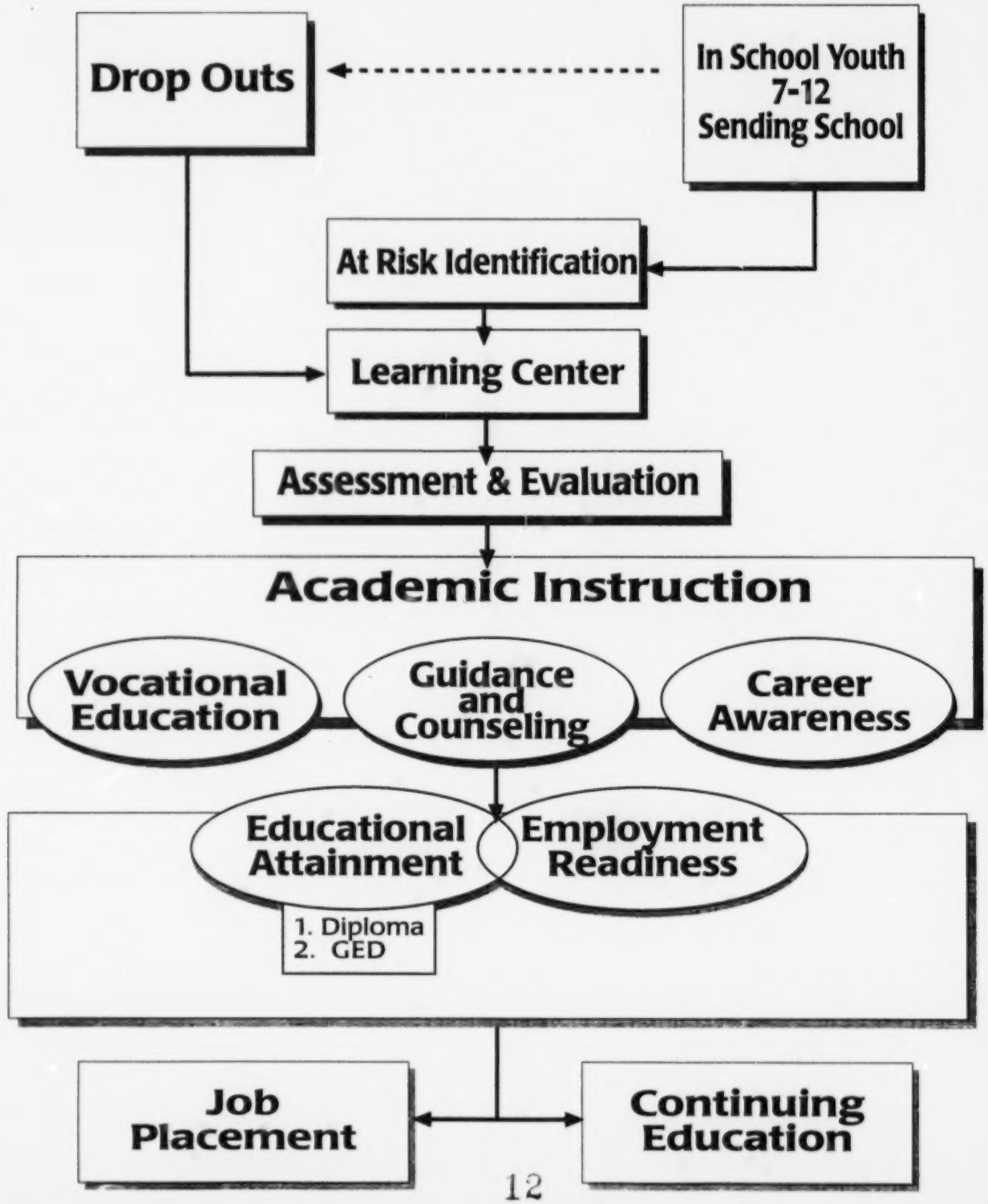
Students without sufficient core subject credits may be considered for placement that will lead them to obtaining a General Educational Development (GED) certificate and vocational training.

Student Outcomes

A student may complete the school year in one of the following ways:

- Graduation,
- Delayed graduation (summer school, etc.),
- Earned GED certificate,
- Took GED test (results unknown),
- Returned to sending school,
- Will continue in program,
- Dropped out of school,
- Dismissed from program (disciplinary or legal), or
- Transferred out.

Area Vocational-Technical Learning Center Program Model



Program Services

Once students have been referred to the AVTLC, specific strategies should be employed to provide services that meet the needs of these individuals. Singular or multiple strategies may be implemented, depending on the needs of each student. It is the purpose of this section to define in general terms the program services that may be made available.

Assessment and Evaluation

Assessment of the at-risk student's basic skills (reading and math), interests, and abilities is necessary to develop an educational plan for the student. The need for vocational evaluations and aptitude testing should also be recognized and included in the plan.

Informal Assessment

Informal assessment can provide valuable information when writing a student's educational plan. Informal assessment can be achieved by looking at past school records and interviewing the student, parents, and teachers. Both of these techniques are helpful in identifying a student's strengths, weaknesses, interests, aptitudes, and behaviors.

General areas that should be assessed through informal methods include:

- Achievement in reading and math,
- Interests,
- Learning style,
- Aptitudes,
- Work habits,
- Employability skills, and
- Motivation.

Formal Vocational Evaluations

Formal vocational evaluations are comprehensive, may last several days, and are generally utilized when there is a lack of specific information available from past histories. A wide variety of assessment tools are available and evaluate a number of areas. Listed below are the areas in which formal assessment may be conducted and some instruments used in an area.

Academic Achievement

Test of Adult Basic Education (TABE)
Wide Range Achievement Tests (WRAT)
Woodcock-Johnson
Missouri Mastery Achievement Test (MMAT)
Career Orientation Placement & Evaluation Survey (COPES)

Interests and Aptitudes

Holland Self-Directed Search (SDS)
System of Assessment and Group Evaluation (SAGE)
Career Ability Placement Survey (CAPS)
Career Occupational Preference System (COPS)
MO-VIEW (Choices)
Armed Services Vocational Aptitude Battery (ASVAB)
Talent Assessment Profile (TAP)
Vocational Interest Profile (VIP)
Pictorial Inventory of Careers (PIC)

Learning Styles

Center for Innovative Teaching Experiences (CITE)
Learning and Study Skills Inventory (LASSI)

The "Show-Me State Standards" and the curriculum frameworks and performance assessment system are at the heart of the school improvement measure contained in the Outstanding Schools Act of 1993. The Outstanding Schools Act directed the State Board of Education to adopt academic performance standards to define the knowledge, skills, and competencies that Missouri students should learn by the time they graduate from high school. The AVTLC will enable students to attain these performance standards.

Measuring students' progress toward the standards requires a different type of tool than the traditional standardized test. Performance standards require that students will acquire the knowledge and skills to (1) gather, analyze and apply information and ideas; (2) communicate effectively within and beyond the classroom; (3) recognize and solve problems; and (4) make decisions and act as responsible members of society. The assessment system is a collection of tests and exercises designed to measure proficiency. Components may include short-answer questions, multiple choice, fill-in-the-blank, and performance tests that require demonstrations and projects; all of these components are evaluated using standard scoring guides.

Educational Attainment

After assessment is completed, students needing academic remediation are clearly identified. These students will typically be those who are performing below grade level in math, reading, or other academic areas. Students who fall into this group may be separated further into those needing academic instruction, those needing basic skills instruction, and those needing GED preparation. Care should be taken to identify the services needed on an individual basis.

Academic instruction allows a student who has not received credit in a core subject the opportunity to attain that credit. The type of remediation necessary is dependent upon individual needs, and a variety of innovative methods may be employed. Some students may need tutoring in a specific content area. Others may need extra time to work on skills or monitoring of their progress in other classes.

Basic skills instruction generally consists of reading and/or math instruction, and the materials used are often directly related to the vocational program area. Adult Basic Education (ABE)

instructional materials or curriculum developed in conjunction with the individual departments in each content area may be used. The curriculum and instruction for at-risk youth must be relevant to their lives, present and future, and must be approved by the district in order to award credit for completion.

The major objective of the basic skills instructor is to enable students in special populations to adequately meet the academic requirements of their chosen vocational education programs. The basic skills instructor provides individual or small group instruction in order to address the specific deficiencies that have been identified through the assessment process, coordinates with the vocational education teacher, and provides services on an individual basis concurrently with the student's enrollment in a vocational program.

GED preparation should be considered when it becomes apparent that a referred student will not be able to acquire the credits necessary to graduate by age 21. For more information and guidelines, see the section entitled "Alternative Completion Programs."

Methods of Educational Attainment

Pull-out programs may be used for academic instruction and tutoring in specific content areas. Close attention should be paid to scheduling. If a student is pulled out of a class, the student may begin to have difficulties in that class subject. Care should be taken to ensure the success of the student in all areas.

Short-term instruction groups are another successful strategy. Offering study skills, time management, or review sessions for content area tests is an efficient use of time as a group of students can be instructed together.

One-on-one tutoring sessions offer the opportunity for specific instruction in a number of academic areas and may be held before, during, or after school. Study halls may also be utilized.

Alternative academic classrooms provide a self-contained environment in which the student can receive instruction. Scheduling may allow enrollment on an hour-by-hour basis or in a 'block.'

Guidance and Counseling

Special guidance and counseling services may be a component of at-risk youth programs. Counseling for at-risk students focuses on prevention and intervention strategies that assist students in dealing with the social, financial, personal, and legal problems they face. Counselors assist these students in the areas of academic and personal developmental deficiencies, helping them become well-adjusted, self-supporting adults. The counselor may also address any vocational or postsecondary concerns a student may have.

As a means of intervention, comprehensive high school counselors generally are the source of referral to the AVTLC. They often assist with the identification of students who are potential dropouts and monitor the progress of the referred students.

The responsibility of the vocational counselor for at-risk youth varies from site to site. However, there are general guidelines from which counselors may determine their roles and responsibilities. The following services are generally performed by the vocational counselor:

- Assists in securing financial aid for eligible students.
- Identifies and assesses the needs of students with disabilities, students with disadvantages, and/or students with limited English proficiency, and assists instructors in addressing those needs.
- Assists with the development and implementation of the Individualized Education Programs (IEPs) and Individual Vocational Education Plans (IVEPs), and keeps them on file.
- Disseminates current resource materials for occupational and educational planning and preparation.
- Provides business and industry information on the school's programs, services, and facilities.
- Disseminates job openings with their job requirements to students, and provides opportunities for student contact with employers.
- Within the limits of the laws of confidentiality, provides information regarding student competencies to potential employers.
- Assists students with placement into the military or continuing education.

Objectives of the vocational guidance and counseling program include the following:

- To enhance students' self-esteem by providing positive experiences that enable students to feel successful, lovable, and capable;
- To assist in creating an instructional environment that will provide positive educational experiences that include success and achievement;
- To promote school as a worthwhile experience;
- To develop and maintain a database of information relating to at-risk students;
- To develop (among educators, parents, and community representatives) an awareness and knowledge base of issues, problems, and solutions facing at-risk students; and
- To establish linkages with agencies that provide services for at-risk youth and their families.

Career Awareness and Exploration

Two goals in the programming for at-risk youth are to determine their occupational competence and provide them with basic academic skills to make career choices and become productive citizens of our society. The development of an appropriate career preparation program is crucial in the transition efforts for at-risk youth.

Ideally, at the elementary level, students develop an awareness of careers and the requirements for those careers. At the middle or secondary level, students actually explore a variety of careers through prevocational programs, such as industrial technology, business technology, or family and consumer sciences. Prior to placement in a skill training program, students should have completed a career awareness and exploration phase. The involvement of local community industry and resources can provide a realistic and firm foundation for career education activities.

The career exploration phase begins to give students more than general career or vocational information. This phase provides for individualized awareness of skills and competencies. In career exploration, students begin to clarify and formalize specific interests, attitudes, and aptitudes in particular occupational areas. This clarification is done through activities, such as vocational assessment, prevocational skill development, decision-making skill development, and career counseling.

Career exploration provides students with the opportunity to explore the world of work with simulated and hands-on experiences. These activities include tasks that involve materials, tools, processes, and personal relationships consistent with career opportunities. This process assists students in establishing more realistic career goals to pursue in the career preparation phase. These experiences provide an opportunity for personal development in an exploration of work and personal values in relationship to specific jobs.

Career exploration should be a continuous process. The self concept and self esteem of students can only be enhanced through the awareness and development of skills, attitudes, and interests gained during career exploration. Activities that encourage exploration and promote awareness may include:

- Field trips to local business and industry,
- Job shadowing,
- Vocational program visits,
- Pre-employment and career awareness seminars,
- CHOICES,
- Career days, and
- Guest speakers.

In today's fast-paced business world, students need the mentoring of industry and education. Business leaders and educators must work together to prepare students for tomorrow's technology. These community partnerships provide a mutually supportive working relationship between community, business, and schools.

School to Work is a system that helps young people progress smoothly from school to advanced education and/or meaningful, high-quality work by making connections between education and career so they become successful, independent adults. School to Work provides employers the opportunity to link school-based learning with work-based learning to reflect industry expectations. By linking theory with application related to the world of work and lifelong learning, students will be well-prepared and ready to work. (For additional information, refer to the section entitled "School to Work.")

The **A+ Schools** program focuses on three goals. Participating schools strive to ensure that all students: (1) graduate from high school; (2) complete a selection of high school studies that are challenging and have identified learning expectations; and (3) proceed from high school graduation to college, postsecondary vocational or technical education, or a high-wage job with workplace skill development opportunities.

Missouri Tech Prep links traditional high school programs with technical preparation in a community/technical college. Students are prepared for entry into a technical career field or connected to other postsecondary options.

The use of **Career Paths** is one way in which vocational counselors assist students in overcoming their deficiencies and achieving their goals. Career Paths are clusters of occupations and careers that are grouped because many of the people in them share similar interests and strengths. All paths include a variety of occupations that require different levels of education and training. Selecting a career path provides students with an area of *focus*, along with *flexibility* and a *variety* of ideas to pursue.

The benefits of Career Paths are many. They provide a plan for all students, regardless of their interests, abilities, talents, or desired levels of education. All paths have equal dignity. Career Paths also allow students to see a relevance to their selected school courses. Thus, students are more apt to do better in school. Likewise, parents and other adults can provide better assistance to students as they discuss careers and select courses.

Available Career Paths include:

- Arts and Communications.
- Business, Management, and Technology.
- Health Services.
- Human Services.
- Industrial and Engineering Technology.
- Natural Resources/Agriculture.

Beginning in the ninth grade, Tech Prep students take applied academic courses in math, science, and communications along with other classes required to meet graduation requirements. They become involved in hands-on activities that relate to jobs in the real world. As they continue with applied academic courses, students also get two years of training in a technical field that prepares them to enter an associate degree or certificate program at a community or technical college.

Service-Learning is a method that connects meaningful community service with academic learning, personal growth, and civic responsibility. Missouri's service-learning initiative challenges students to "see the need and meet the need" in their communities. Service-learning puts education into action as students identify needs, figure out how to meet those needs, and then carry out their plans and ideas.

Learn and Serve America encourages students in grades K-12 to participate in service-learning activities. These activities combine a student's academic studies with service in the community. Academic learning is enhanced by the real-life experience of meeting a community need. The Learn and Serve America program is administered in Missouri by the Department of Elementary and Secondary Education and the University of Missouri's Extension Youth Development office, in cooperation with the Missouri Community Service Commission.

Missouri's Learn and Serve America initiative strives to:

- Encourage strong youth-initiated and youth-directed service-learning projects,
- Help teachers and community leaders start and sustain service-learning programs, and
- Strengthen school-community partnerships.

Employment Readiness

Employability skills are defined as those skills necessary to seek and keep a job. These skills are not the technical skills that are learned in the vocational classroom but rather those that deal with social and verbal interactions. They include such competencies as cooperating with co-workers, communicating effectively, following directions, and being punctual. The possession of these skills affects the performance of individuals in the classroom, on the job, and in everyday situations.

In today's changing workplace, technical skills are a must. But career success depends on more than job-specific skills. Workers must be able to adapt quickly and effectively to new demands and expectations.

While schools are being asked to prepare students for the workplace, they find it difficult to teach these important skills effectively and systematically. Workplace Readiness is designed to provide a comprehensive approach to instruction in workplace readiness skills. Its goal is to help learners develop knowledge, skills, and attitudes that characterize a competitive workforce.

Workplace Readiness is a comprehensive curriculum with supporting instructional materials that prepares students for the changing workplace. The project consists of a video, an interactive videodisc, a computer, and print materials to teach skills in problem solving, teamwork, and self-management. It is designed for students in high school programs, retraining programs, and career guidance courses. The materials were developed through a consortium of state education agencies in conjunction with representative from business, industry, and career guidance.

Vocational education programs are required to provide a strong experience in and understanding of all aspects of the industry that students are preparing to enter. One resource developed to help fulfill this charge is the book *All Aspects of Industry*. *All Aspects of Industry* was designed to give future workers a sense of the issues involved in the world of work. Such knowledge can empower future workers to make informed decisions about their career paths and also allow them to make meaningful contributions to the industry.

All Aspects of Industry identifies the competencies that should be taught in the classroom to meet the state program objectives and to create classroom resources that would help teach those competencies. For each objective, several activities are suggested and can reinforce the content and serve as instructional tools as well.

Another important component is the integration of job search and interview skills. It is vital that students have an organized plan for finding and keeping a job. Upon completion of employment readiness instruction, students should be able to:

- Complete a job application form,
- Prepare and implement a job search plan,
- Prepare a resume,
- Write a cover letter,
- Get a job interview,
- Communicate appropriately both verbally and non-verbally during an interview, and
- Accomplish necessary post interview activities.

Alternative Completion Programs

There are several programs available for students who have been identified as at-risk to complete their high school education, obtain a GED, or enroll in a technical school. Some of these programs include: Adult Basic Education, summer and/or night school, and correspondence programs.

Adult Basic Education

Adult Basic Education (ABE) is designed to provide educational opportunities to individuals who are 16 or older, have little education, and are highly in need. ABE is designed to assist these individuals in acquiring the basic skills necessary to function in society. The program is designed to enable students to become more employable, productive, and responsible citizens, as well as to allow them to continue their education to at least the level of completion of secondary school. For most adults entering the ABE program, the goal will be to obtain General Educational Development (GED) credentials.

GED Preparation

At-risk youth should be referred for GED preparation when it becomes apparent that they will not be able to acquire the credits necessary to graduate by age 21. Care should be taken to assure the student will be able to pass the GED after preparation is complete.

An essential component in preparing students for the GED is an effective assessment of the student's skill level. Various techniques for evaluating a student's current skill level should be utilized and are listed in the section entitled "Assessment and Evaluation." Most students are at different skill levels and need to begin at a point from which they can progress.

A non-high school graduate who is a resident of Missouri may qualify for a certificate of high school equivalence by passing the General Educational Development (GED) Test. To be eligible to take the GED test, the applicant must be a resident of Missouri and 18 years of age or older; be 17 years of age and out of school for at least 6 months; be 16 or 17 years of age and have the written permission of an authorized school official or juvenile judge; or be deemed a hardship case.

The GED Test consists of a Writing Skills Test and Essay and separate Social Studies, Science, Reading, and Mathematics tests. To qualify for the certificate, a minimum standard score of 225 is necessary, which is an average of 45 on each of the five tests with no score below 40.

Summer and Night School

Summer School is available in many districts and can provide students the opportunity to earn credit in a variety of areas. Many students are lacking the credits needed for graduation but can complete any necessary classes through summer school.

Another option for some students is night school. Generally, the student must have earned a specific number of credits before enrollment into a night school program and must agree to attend a minimum number of hours each week.

Correspondence Programs

Students may enroll in correspondence programs to earn additional credit toward a high school diploma. Eligibility guidelines may require that the student have completed the eighth grade or be at least 18 years of age.

The University of Missouri's Center for Independent Study offers an extensive high school curriculum. Each course is developed under the supervision of a teacher certified by the state of Missouri. These courses are equivalent to courses offered in accredited public high schools.

School to Work

In order for young people to begin to build the work-related skills and experience needed for employability, they need to have an opportunity to gain experience working under some form of close supervision. At the same time, it is equally important to recognize that, for many of these young people, joining the world of work calls for a significant shift in attitudes and behaviors. For these young people, learning about work in a firsthand, hands-on manner can be as important and challenging as improving their basic skills.

For many at-risk students, part-time employment can improve their economic situations and boost their self-esteem. The practical use of reading, computation, and critical thinking skills on a worksite may make school more relevant and the need for a diploma more obvious to these students, making it beneficial to incorporate and provide school credit for occupational experiences in educational programs.

Programming Examples

Cooperative vocational education programs enroll students in approved cooperative vocational education programs. The primary goals are the acquisition of specific job skills and the demonstration of those skills on the job. Students participating in cooperative vocational education programs are expected to perform productive work during their off-campus experience and may receive pay for it. Programs must meet the standards of the Division of Vocational and Adult Education and be approved by that Division.

In order to make these occupational programs successful experiences for students, it is important to:

- Develop worksites carefully. Adequate supervision, structured tasks, and a supportive atmosphere are necessary for success.
- Consider accessibility, since many students may not have transportation.
- Prepare employers for their roles. Help them to structure tasks, give directions, and give feedback in a positive manner.
- Prepare students for the workplace environment. Discuss conduct, dress, and productivity demands of the job. Students must understand the criteria upon which they will be evaluated and graded for their job performance.
- Monitor job sites regularly. Show support for the students, encourage good communication, and act as a resource for the employer.
- Provide school time to listen, give feedback, and problem solve.

For each student in an off-campus program, there must be a written instructional plan, cooperatively developed between the supervising teacher or coordinator and the appropriate personnel at the off-campus site. The written plan must set forth specific measurable objectives to be achieved by the student and describe a plan for evaluating student performance.

Targeted Jobs Tax Credits

The Targeted Jobs Tax Credits program (TJTC) offers employers a credit against their tax liability for hiring individuals from the nine target groups, including youth aged 16 through 19 who are from economically-disadvantaged families and who participate in a qualified cooperative education program.

For all target groups, the tax credit is 40 percent of the first year wages earned, up to $6,000. In other words, the maximum credit allowable is $2,400 per employee. A retention rule states that no wages are to be taken into account for credit purposes unless the individual is either employed by the employer for 90 days, or has completed at least 120 hours of work for the employer. Employers who receive TJTC certification are required to provide the minimum employment period. Appropriate forms must be completed by the teacher/coordinator, parent(s), and the Missouri Division of Employment Security prior to the student's first day of work and are to be maintained by and kept on file with the school and with the employer.

It is important to note that the above information is provided only as a guide. For specific requirements and additional information, contact the Missouri Division of Employment Security, 421 East Dunklin, Jefferson City, MO 65101; a local Employment Security Office; or a local IRS office.

Off-Campus Programs

The Department of Elementary and Secondary Education recognizes and will approve the five types of off-campus programs discussed below. A school district may offer other types of off-campus programs without Department approval, but the students may not be counted in membership and attendance for state aid purposes, and the students may not be granted high school credit for the off-campus experience (Auth: Sections 161.092 and 161.122, RSMO).

The five types of off-campus programs are:

- Academic Programs,
- Cooperative Vocational Education Programs,
- Work Experience for Special Education Students,
- Career Exploration Programs, and
- Apprenticeship Programs.

All five types of off-campus programs must be well-planned and adequately supervised by school district personnel to ensure the school district's eligibility for state and federal funds and to justify the awarding of high school credit to participating students.

Vocational Skill Training and Job Placement

Vocational education is given the charge, challenge, and goal of preparing people for work. Vocational education is a major component of this nation's public educational system, representing a vital linkage between federal, state, and local resources to meet our nation's need for skilled workers.

Technical skill training consists of organized educational programs directly related to the preparation of individuals for a career. Vocational instruction is a viable option for students who are at-risk because it provides them the career development and skill training necessary to lead productive lives.

Technical skill training enhances the transition from school to work. This training generally occurs during a student's junior and senior years. Vocational-technical schools generally offer program training of one to three hour blocks. Another option that may be considered is early entry to vocational programs. When appropriate, sophomores may be allowed to enter vocational training. During their junior and senior years, students may continue their vocational training. Potential dropouts need to participate in vocational programs in a meaningful way, if vocational education is to have the maximum impact on the lives of these at-risk youth.

With the emphasis on accountability in the classroom, vocational skill training programs use competency-based education as an efficient method of achieving educational objectives. Competency-based education is a structured method of organizing and delivering instruction. This method involves:

- The identification of specific competencies,
- Program objectives that are specified in behavioral terms,
- Criteria that assesses the student's competencies and that is specified and made available to the students,
- Learning activities that are provided for each specified competency, and
- Students being held accountable for their performance.

Vocational schools involved in competency-based education have a means of organizing the educational process so that teaching objectives are defined and student progress is reported in terms of objectives. With the use of Vocational Instructional Management System (VIMS) and Vocational Administrative Management System (VAMS), instruction is individualized and students work on competencies at their own pace. Using this method, vocational training can be molded to meet the unique needs of at-risk youth.

The VIMS/VAMS system is also used to gather follow-up information. The follow-up data for the six, twelve, and eighteen months after the student's initial job placement offers invaluable information regarding the success of the student and the program services. Other factors to be considered are job satisfaction, competencies, and job promotion.

Another goal of vocational education is to provide students with the skills, knowledge, and attitudes to become economically independent and employable in the marketplace. All vocational education programs place strong emphasis on helping students improve their employability by developing good work habits and attitudes. Vocational skill training programs offer relevant hands-on leaning experiences and an introduction to the world of work. In order to provide students with these experiences, it is important to provide a variety of options, which might include:

- A series of mini-courses after school, on weekends, or during school,
- Motivational strategies that directly relate to the workplace and daily living, and
- Methods to inform parents about available vocational curricular offerings.

An effective job placement program requires coordination of services between the placement specialist, instructor, and counselor. Job development and placement activities require:

- An up-to-date listing of employers who hire in particular occupational areas;
- Disseminating information to students and instructors regarding the job market;
- Scheduling of job interviews;
- Communicating to determine the outcome of interviews;
- Maintaining contact with business, industry, and civic organizations;
- Maintaining student files that contain information that matches students to jobs; and
- Contacting employers to determine requirements and training needs.

In-Service Training

AVTLC sites must be available for local in-service training for teachers, counselors, and administrators in dropout prevention. In-service activities are an important component of a learning center in that they provide an opportunity for administrators and faculty members to become familiar with learning center services. Conducting in-service sessions will help learning centers gain support from administrators and faculty; will facilitate a working relationship between sending school, support, and learning center staff; and will familiarize staff with the appropriate referral process, allowing services to reach students quicker and more efficiently.

In-service training should outline the following information about a learning center:

- Its goals, objectives, and structure;
- Its selection process;
- Its types of assessment;
- Its course development;
- Its referral, follow-up, and progress forms; and
- Its advisory committee meetings.

Effective in-service programs will allow educators to view the AVTLC as an asset to students and schools.

Advisory Committee

Local education agencies (LEAs) that operate vocational education programs and receive state and federal vocational education funds are required to establish and maintain an advisory committee. Additionally, advisory committees may be established for vocational program areas, the school, the community, and the region in which the LEA is located. Advisory committees must be composed of representatives of the general public, including at least one representative of business, industry, and labor. In addition, local committees must have appropriate representation of both genders and an appropriate representation of the racial and ethnic minorities found in the area that the committee serves. Local advisory committees must advise the LEA on: current needs, the relevance of programs being offered to meet current needs, and developing the LEA annual application for vocational education funding. It is appropriate for LEAs to retain a current roster of all advisory committee members and to maintain a file of minutes of advisory committee meetings.

The advisory committee is organized to support programming for the continuation of services for at-risk students. Suggested specific functions for an advisory committee include:

- Identify current vocational programming needs,
- Supply information,
- Provide curriculum advice,
- Assist in developing student selection criteria,
- Encourage student organization involvement,
- Plan strategies for student placement in the world of work,
- Foster promotion of students with disabilities in vocational education,
- Identify and adapt equipment,
- Plan strategies to recruit and serve students with disabilities, and
- Identify services/resources available and applicable for transition from school to work or further education.

Current regulations state that advisory committees must be representative of the total school service area. Members may be selected to represent:

- Geographic sections of the school service area;
- A variety of business and industry representatives, particularly those predominant in the area;
- Both labor and management;
- Parents of vocational education students;
- Former vocational students;
- Various age levels;
- Different educational levels; and
- Both male and female students from special populations, as well as racial and ethnic minorities found in the area served by the program.

The size of the committee should be considered, as those with more than 15-18 people become ineffective as it is difficult for any individual to make a significant contribution in a large group. A committee of 9-12 persons constitutes a good working group.

An advisory committee should never be organized unless its advise is earnestly sought with the intent to implement. Individuals willingly devote valuable time to serve on advisory committees, as long as their ideas will be considered and appreciated. The following criteria are useful in selecting individuals to serve in an advisory capacity:

- The individual must be willing to serve,
- The individual must have expertise and interest in the area of concern,
- The individual must be willing to devote sufficient time to perform the necessary duties, and,
- Potential or new members should be approved by other committee members.

Advisory committee members may also be selected from:

- Vocational instructors,
- Special education instructors,
- Vocational rehabilitation representatives,
- Chamber of Commerce representatives,
- Special interest groups (i.e., Association of Retarded Citizens),
- School administrators,
- City departments (i.e., Health),
- Local employers,
- Employment security, and
- Community social service agencies.

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Corporation for National and Community Service. *Learn and Serve America.* Jefferson City, MO: Department of Elementary and Secondary Education, 1995.

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The Outstanding Schools Act of 1993. Jefferson City, MO: Missouri Department of Elementary and Secondary Education, 1995.

U.S. Department of Labor Employment and Training Administration. *A Guide To Program Design Options For Serving At-Risk Youth.* Waltham, MA: Center for Human Resources, 1993.

Vocational Guidance and Placement. *Guidance and Placement System in Missouri's Area Vocational Schools.* Jefferson City, MO: Department of Elementary and Secondary Education, 1995.

Williamson, Patty Ph.D. "Tech Prep: It Will Get You the 'Real World' Sooner." *American Careers,* 1994.

Workplace Readiness. Bloomington, IN: Agency for Instructional Technology, 1992.

Instructional Texts, Software, and Resources

Listed below are texts and software programs recommended for learning centers by local teachers and administrators. Since this list is limited, contact numbers and Internet addresses for the publishers and producers of each item follow in parentheses. (Internet addresses are in italics.) The contact numbers are for sales and catalog requests. The Internet addresses can be used to conduct keyword, author, or title searches in a publisher's catalogs and to find other sites and information that may be useful in obtaining additional resources for a learning center.

Instructional Texts

Bolster, Gipson, and Woodburn. *Consumer & Career Mathematics*. Glenview, IL: Scott, Foresman & Company, 1989. (800-554-4411 or *www.scottforesman.com*)

Dostal. *Build Yourself A Resume*. Portland, ME: J. Weston Walch Publisher, Inc., 1989. (800-341-6094 or *www.walch.com*)

Dembrowsky, Constance. *Self-Esteem*. La Luz, NM: Affective Skill Development for Adolescents, 1983. (800-745-0418)

GED High School Equivalency. Upper Saddle River, NJ: Cambridge Adult Education, 1988. (800-AdultEd or *www.prenhall.com* or *www.mcp.com* or *www.phschool.com*)

GED Preparation. Austin, TX: Steck-Vaughn Company, 1995. (800-531-5015 or *www.steck-vaughn.com*)

Harmeyer, Kathleen M. *Mathematics for Consumers*. 2nd ed. Circle Pines, MN: American Guidance Services, 1992. (800-328-2560 or *www.agsnet.com*)

Herman, Stephen L. *Practical Problems in Mathematics for Electronic Technicians*. Albany, NY: Delmar Publishers, Inc., 1995. (800-347-7707 or *www.thomson.com*)

Horton, Marion. *Springboard for Passing English: Thirty-three Creative and Cooperative Lessons for Grade 6-12*. ECS Learning System, 1992. (800-688-3224)

Howett, Jerry. *Number Power: The Real World of Adult Math*. Chicago, IL: Contemporary Books, Inc., 1976. (800-621-1918)

Howett, Jerry. *Number Power 2: Fractions, Decimals & Percents*. Chicago, IL: Contemporary Books, Inc., 1977. (800-621-1918)

Kahn, Charles H. & J. Bradley Hanna. *Working Makes Sense*. 3rd ed. Globe Fearon, 1989. (800-877-4283 or *www.phschool.com*)

King, Wayne E. and John L. Napp. *Our Nation's History*. Circle Pines, MN: American Guidance Services, 1992. (800-328-2560 or *www.agsnet.com*)

Miller, Roger LeRoy. *Your Career Adventure: Exploring and Planning For Tomorrow.* St. Paul, MN: West Publishing Company, 1993. (800-328-9424 or *www.westpub.com*)

McNeal, Brenda. Springboard for Writing. Academic Therapy, 1979. (800-422-7249 or *www.atpub.com*)

Walker, Bonnie L. *Basic English Grammar.* Circle Pines, MN: American Guidance Services, 1990. (800-328-2560 or *www.agsnet.com*)

Software

Tutorsystems Software. Educational software for seventh grade through adult students to master basic skills, such as reading, grammar, and math. BLS Tutor Systems. (800-447-5286 or *www.tutorsystems.com*)

Blaster Series Software. Software series in language arts, math, and reading skills. Davidson & Associates, Inc. (800-545-7677 or *www.davd.com*)

Microsoft Encarta '96 Encyclopedia. A windows-based multimedia encyclopedia. Microsoft, Inc. (*www.microsoft.com/products*)

Touchdown Math. A math skill-building program. Gamco Industries, Inc. (800-351-1409 or *www.iwc.com/gamco*)

PLATO Computer-based Education Systems. A PC-based educational software that is interactive, self-paced, and designed for young adult and adult learners. TRO Learning, Inc. (800-447-5286 or *www.tro.com*)

The Life Skills CD. A collection of life skills material for work and careers, and home and family. Queue, Inc. (800-232-2224 or *www.queueinc.com*)

Skills Bank 96. Provides teenagers and adults individualized instruction in the basic skills. Skills Bank Corporation. (800-847-5455 or *www.skillsbank.com*)

Vocational Basic Skills Program. Provides remedial reading and math exercises with topics in twelve vocational areas. Computer Learning Works, Inc. (800-445-3038 or *www2.netdoor.com/~clw/clw.html*)

Resources

Bingham, Mindy and Sandy Stryker. *Career Choices: A Guide for Discovering Who You Are, What You Want & How to Get It.* Santa Barbara, CA: Academic Innovations, 1994. (800-967-8016 or *www.academicinnovations.com*)

Canter, Lee. *Parents on Your Side Administrator Guide.* Santa Monica, CA: Lee Canter and Associates, 1993. (800-677-4791)

Crites, John O. *Career Counseling: Models, Methods, and Materials.* New York: McGraw-Hill Publishing, 1981. (800-334-7344 or *www.mcgraw-hill.com*)

Dryfoos, Joy G. *Adolescents At Risk: Prevalence & Prevention.* New York: Oxford University Press, 1991. (800-451-7556 or *www.oup-usa.org*)

Farr, J. Michael. *Getting the Job You Really Want: A Step-to-Step Guide.* Indianapolis, IN: JIST Work, Inc., 1994. (800-648-5478 or *www.in.net/jist*)

Foster, Chad. *Teenagers Preparing for the Real World: The Inside Scoop That You Won't Learn in School.* Lawrenceville, GA: Rising Books, 1995.

Harkavy, Michael. *One Hundred & One Careers: A Guide to the Fastest Growing Opportunities.* New York: John Wiley & Sons, Inc., 1990. (800-225-5945 or *www.wiley.com*)

Hester. *Dropout Prevention Education: A Guide for Administrators.* Unionville, NY: Loyal Fireworks Printing Co., 1994. (914-726-3333)

Kerns, Donna, and Jill Williams-Graham. *Basic Skills Instructor Manual.* Columbia, MO: Instructional Materials Lab, 1994. (800-669-2465 or *www.iml.coe.missouri.edu*)

McCarney, Stephen B., Ed.D. *The At-Risk Student In Our School.* Columbia, MO: Hawthorne Educational Services, Inc., 1994. (800-542-1673)

Myll, Nancy. *Dropout Prevention Handbook: A Guide for Administrators, Counselors & Teachers.* Parker Publishing Company, 1988. (800-848-9500 or *www.prenhall.com*)

Sagor, Richard. *At-Risk Students: Reaching and Teaching Them.* Swampscott, MA: Watersun Publishing Company, 1993. (617-599-3270)

State Resources Directory

Center for Innovations in Special Education ..... (800) 976-2473

Department of Elementary and Secondary Education

A+ Schools	Vocational Education	(573) 751-3500
Administrator Assessment Center	Leadership Academy	(573) 751-1370
Adult and Community Education	Vocational and Community Education	(573) 751-2571
Adult Basic Education	Adult Education	(573) 751-1249
Adult Literacy	Adult Education	(573) 751-1249
At-Risk Students	Equity in Urban Education	(573) 751-8408
At-Risk Vocational Centers	Vocational Special Needs	(573) 751-1394
At-Risk, Line 14 Funds	School Administrative Services	(573) 751-0357
Career Education	Guidance Services	(573) 751-4209
Children with Disabilities	Special Education Programs	(573) 751-2965
Dropout Prevention Program	School Improvement Initiatives	(573) 751-3168
Early Entry Assessment	Early Childhood	(573) 751-2095
Employment Training	Vocational and Adult Education	(573) 751-7563
English as a Second Language	Special Federal Instructional Programs	(573) 751-8281
General Educational Development (GED) Tests	Adult Education	(573) 751-3504
Guidance and Placement	Guidance Services	(573) 751-7966
Job Training Partnership Act	Employment Training	(573) 751-7563
Learning Disabilities	Special Education School Improvement	(573) 751-4909
Limited English Proficient Students	Special Federal Instructional Programs	(573) 751-8310
MoVIEW	Guidance and Placement	(573) 751-4209
School to Work Opportunities	Vocational Special Needs	(573) 751-4192
Special Education	Division of Special Education	(573) 751-4444
Student Assessment	Assessment	(573) 751-3545
Student Work Permits	School Laws and Legislation	(573) 751-3527
Summer School Programs	Supervision	(573) 751-9091
Teacher Certification	Urban and Teacher Education	(573) 751-0051
Tech Prep Education	Vocational Education	(573) 751-3500
Testing and Assessment	Assessment	(573) 751-3545
Vocational Special Needs	Vocational and Adult Education	(573) 751-1394

University of Missouri-Columbia

Assessment Resource Center	(573) 882-4694
Instructional Materials Laboratory	(800) 669-2465 or (573) 882-2884
Center for Independent Study	(800) 609-3727 or (573) 882-2491

Alternative Learning Center Sites

Boonslick AVTS
1609 W. Ashley Road
Boonville, MO 65233
(816) 882-5306

Brookfield Area Career Center
Route 3, Box 230C
Brookfield, MO 64628
(816) 258-2682

Cape Girardeau AVTS
301 N. Clark Street
Cape Girardeau, MO 63701
(573) 334-3358

Carrollton AVTS
305 East Tenth Street
Carrollton, MO 64633
(816) 542-0000

Cass Career Center
1600 East Elm
Harrisonville, MO 64701
(816) 380-3253

Clinton AVTS
Fifth and Wilson
Clinton, MO 64601
(816) 885-6101

Crowder College
601 LaClede Street
Neosho, MO 64850
(417) 451-3584

Current River AVTS
303 Spring Street
Doniphan, MO 63935
(573) 996-2915

Dallas County AVTS
P. O. Box 100
Louisburg, MO 65685
(417) 752-3491

Excelsior Springs Area Career Center
113 Line Street
Excelsior Springs, MO 64024
(816) 637-6096

Four Rivers AVTS
550 East Eleventh Street
Washington, MO 63090
(314) 239-7777

Fort Osage AVTS
2101 North Twyman Road
Independence, MO 64058
(816) 249-6377

Gibson Technical Center
P. O. Box 169
Reeds Spring, MO 65737
(417) 272-3271

Graff Career Center
815 North Sherman
Springfield, MO 65802
(417) 863-0333

Grand River Technical School
1200 Fair Street
Chillicothe, MO 64601
(816) 646-3414

Hannibal AVTS
4550 McMasters Avenue
Hannibal, MO 63401
(573) 221-4430

Hillyard AVTS
36th Faraon Street
St. Joseph, MO 64506
(816) 232-5459

Lake AVTS
P. O. Box 1409
Camdenton, MO 65020
(573) 346-4260

Lewis & Clark Career Center
2400 Zumbehl Road
St. Charles, MO 63301
(314) 723-4829

Lex La-Ray Technical Center
2323 High School Drive
Lexington, MO 64067
(816) 259-2264

Macon AVTS
Highway 63
Macon, MO 63552
(816) 385-2158

Mexico AVTS
905 North Wade
Mexico, MO 65205
(573) 735-4626

Moberly AVTS
1625 Gratz Brown Road
Moberly, MO 65270
(816) 269-2690

Mountain Grove Vocational School
211 East Fifth Street
Mountain Grove, MO 65711
(417) 926-3119

Nichols Career Center
609 Union Street
Jefferson City, MO 65101
(573) 659-3100

Nevada Regional Technical Center
900 West Ashland Street
Nevada, MO 64772
(417) 448-2090

New Madrid AVTS
310 U.S. Highway 61
New Madrid, MO 63839
(573) 688-2161

North Central AVTS
P. O. Box 445
Bethany, MO 64424
(816) 425-2196

Northland Career Center
P. O. Box 1700
Platte City, MO 64079
(816) 464-2442

Northwest Technical School
1515 South Munn
Maryville, MO 64468
(816) 562-3022

Pemiscot County Vocational School
Route 2, Box 886K
Hayti, MO 63851
(573) 359-2601

Perryville Area Career & Technology Center
326 College Street
Perryville, MO 63775
(573) 547-2542

Pike/Lincoln Technical Center
Route 1, P. O. Box 38
Eolia, Missouri 63344
(573) 392-8060

Saline County Career Center
900 West Vest Street
Marshall, MO 65340
(816) 562-3022

Southwest Area Career Center
700 Ninth Street
Monett, MO 65708
(417) 235-7022

Tri-County Technical School
Second and Pine Streets
Eldon, MO 65026
(573) 392-8060

Poplar Bluff Technical Career Center
P. O. Box 452
Poplar Bluff, MO 63901
(573) 785-2248

Rolla Technical Institute
1304 East Tenth Street
Rolla, MO 65401
(573) 364-3726

State Fair Area Vocational School
3201 West Sixteenth Street
Sedalia, MO 65301
(816) 530-5800

Sikeston Area Vocational School
200 Pine Street
Sikeston, MO 63801
(573) 471-5440

South Central Area Vocational School
610 East Olden Street
West Plains, MO 65775
(417) 256-6152

Warrensburg AVTS
205 South Ridge View Drive
Warrensburg, MO 64093
(816) 747-2283

Waynesville Technical Academy
P. O. Box 55
Waynesville, MO 65583
(573) 774-6106

Sample Forms

This sections contains sample input, referral, agreement, and Individual Vocational Education Plan (IVEP) forms used in individual learning centers across Missouri. Each learning center should develop forms that meet the needs of their particular referral process and program services. The following forms are provided merely as ***examples*** and should be used as ***guides*** when a center is developing its own forms.

Identification and Screening of At-Risk Students

Student: _____

Date of Birth: _____ Year in School: _____

Mother's Name: _____ Mother's Phone: _____

Mother's Address: _____

Father's Name: _____ Father's Phone: _____

Father's Address: _____

Guardian/Foster Parent: _____

Address: _____ Phone: _____

Person Student is Living With: _____

Eligibility Screening

1. **Check the factor(s) that apply. Student must meet one.**

   _____ GPA at "D" level or below

   _____ Below 25th percentile in math, reading, or language

   _____ Drop-out returning to school

2. **If student does not qualify under #1 above, check all the factors below that apply. Student must meet one of the first three *and* one of the bottom six.**

   Student must meet one of the following:

   _____ Needs to make up a math, English or social studies course required for graduation

   _____ Needs special help to pass a current, required course

   _____ Is pregnant

   Student must meet one of the following:

   _____ Economically disadvantaged (free/reduced lunch, AFDC, Food Stamps)

   _____ High absenteeism

   _____ Overage for grade level

   _____ Parent without high school diploma

   _____ Family or personal problems

   _____ Attitude or discipline problems

3. **Achievement Test Scores.**

Test title: _____

Raw Scores: _____ Percentile Score: _____

Reading: _____ Math: _____ Test Date: _____ Grade: _____

Test title: _____

Raw Scores: _____ Percentile Score: _____

Reading: _____ Math: _____ Test Date: _____ Grade: _____

4. **Academic Credits**

Possible to date: ____ # earned: _____

Academic credit deficits: _____

Subject area(s): _____

5. **GPA to date:** _____

6 **Dropouts (complete if applicable):**

Date dropped from school: _____

Reason(s) for dropping out of school (check factors that apply):

___	Health problem	___	Academic problems
___	Pregnancy	___	Discipline problems
___	Marriage	___	Attendance problems
___	Choice of work over school	___	School not meeting needs
___	Substance abuse	___	Expulsion
___	Employment necessary	___	Reason unknown
___	Unstable home environment	___	Other: _____

Has this student dropped out of school in any previous year? _____

Immediate plans after leaving school:

___	Community College	___	Apprenticeship
___	Military	___	Job Corps
___	Vocational School	___	None
___	Work	___	Other: _____

Remarks: _____

_____

_____

Completed by: _____ Phone: _____

School: _____ Date: _____

Agreement Form

High School: _____

Name: _____ D/B: _____ Grade: _____

Address: _____ City: _____ Zip: _____

Parent(s)/Guardian _____ Phone: _____

Term of Contract: from _____ to _____

Reason for enrolling: _____

_____

The objectives are: To earn credits toward high school graduation.

Student Agrees:

- To attend daily and be on time
- To be neat and clean in appearance
- To keep up on daily assignments
- To be polite, with good manners
- To keep working the entire period
- To review this contract every Thursday with _____ after class.

Parent/s, or Guardian Agree:

- To verify the hours reported on the weekly homework log
- To maintain contact with the center concerning the student's progress

School District Agrees:

- To provide assistance and guidance to the student
- To evaluate the student's work according to district procedures
- To award credit as merited

It is understood that this agreement expires at the end of the current semester. Permission to continue in the program for the next semester will be granted only by permission of instructor.

Students may be removed from the program for:

- Failing to perform assigned work
- Not benefiting from the program
- Being habitually tardy or absent
- Behaving improperly

_____ _____

(Student's signature) (Parent/Guardian's signature)

_____ _____

(Instructor's signature) (Counselor's signature)

Input Form

Student Name: _____ Referral Date: _____

Student Grade Level: _____ Date of Birth: _____

Parent or Guardian Name: _____

Relationship of Guardian: _____

Home Address: _____

_____

Telephone #: (Home) _____ (Work) _____

Attendance: Days absent last school year: _____

Days absent this school year: _____

Grades the past two years:

	Last Year	This Year
Math	_____	_____
Science	_____	_____
Social Studies	_____	_____
Language Arts	_____	_____

Academic Credits Earned to Date: _____

Subject(s) with Academic Credit Deficits: _____

_____

GPA: _____ **Class Ranking**: _____

Test Scores:

Test Title: _____

Raw Scores: _____ Percentile Score: _____

Reading Score: _____ Math Score: _____

Date of Test: _____ Grade Level: _____

Test Title: _____

Raw Scores: _____ Percentile Score: _____

Reading Score: _____ Math Score: _____

Date of Test: _____ Grade Level: _____

Referral Form

Student's Name: _____

Course: _____

Reasons for Referral: (Check items that apply)

_____ Absenteeism (Days Missed)

___ First Quarter ___ Second Quarter ___ Third Quarter ___ Fourth Quarter

_____ Truancy

_____ Failure in two or more required classes

_____ Teenage Parent

_____ Over Age for Grade Placement

_____ Pregnant

_____ No Extra Curricular Activities

_____ Good Candidate for Graduation on Time with Remedial Help

_____ "Disengaged"

Referred By: _____

Title: _____

Date of Referral: _____

Referral Form

I. Personal Information

Student's Name: _____ Date Referred: _____

Social Security Number: ___ - ___ - ___

Grade Level: 9 10 11 12 Age: ____ Gender: ____

Student is: ____ currently enrolled in an AVTS program.

____ planning to enroll in an AVTS program at a future date.

____ at risk of dropping out of school.

II. Reason(s) for Referral to Learning Center (Check all that apply.):

____ GPA below 2.0 on a 4.0 scale or 5.0 on a 11.0 scale
____ Needs to attain additional credits
____ High absenteeism (more than five days in a semester)
____ Score below 25th percentile on a standardized achievement test
____ Needs help with Math or English skills
____ Parents or siblings have no diploma or GED
____ Reading or Math is one year behind current grade level
____ Attitude, discipline, or legal problems
____ Is a returning dropout
____ Retained at a previous grade level and/or is over age for current grade
____ Low self-esteem
____ Single-parent home
____ Economically disadvantaged
____ Drug or alcohol problems
____ Academically disadvantaged
____ Needs to assess current capabilities
____ Family or personal problems
____ Pregnant or teen mother
____ Needs help with socialization/communication skills
____ To help prepare for Vo-Tech classes
____ Disabled individual
____ To study for GED
____ Emotional problems
____ Study skills training
____ To prepare for ACT
____ LD or former IEP student
____ Unable to function in structured environment
____ Limited English proficiency
____ Needs a basic skills credit. Subject: _____
____ Other, please specify: _____

III. Action Taken

____ Student is eligible and chooses to participate.
____ Student will not be participating.

Reason: ____ Not interested
____ Did not complete paperwork
____ Parent did not sign participation authorization
____ Appropriate services not available

Completed by: _____ Date: _____

At Risk Referral Form

Student: _____ School: _____

Year in School: _____ Date of Birth: _____ Ethnic Heritage:_____ Gender _____

Services provided by the Learning Center program are available only to those individuals determined to be at risk of dropping out of school.

Using the criteria listed below, please check *all* reasons the student is being referred to the at-risk program.

- ____ GPA below 2.0
- ____ Low achievement test scores
- ____ Needed to gain additional credits
- ____ Needed help with math or English skills
- ____ High absenteeism
- ____ Reading or math one year behind
- ____ Low self-esteem
- ____ Economically disadvantaged
- ____ Attitude, discipline, or legal problems
- ____ Help prepare for Vo-Tech classes
- ____ Study skills training
- ____ Family or personal problems
- ____ Help with socialization and/or communication skills
- ____ Single-parent home
- ____ Parent or sibling has no diploma/GED
- ____ Over age for class
- ____ To assess current abilities
- ____ LD/IEP student
- ____ Returning dropout
- ____ Emotional problems
- ____ Pregnant or teen mother
- ____ Drug or alcohol problems
- ____ To study for GED
- ____ Health problems
- ____ Physically disabled
- ____ Other: _____

Please circle below the classes in which this student needs credit:

English I	English II	Reading Elective
Basic Math	Consumer Math	Pre-Algebra
Basic Science	Government	General Social Studies

I certify that these characteristics constitute a barrier to this student's chances for successful participation in school. I also ensure that documentation to support these identified characteristics is available for review at the referring school and that I might be asked to provide copies of this documentation at a later date.

_____ _____

Counselor Date

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Worksheet and Referral Form

Name: _____ School: _____

Address: _____

_____

Phone: _____ SSN: _____

Birth date: _____ Current No. of Credits: _____ GPA_____

Grade Level: ___ Senior ___ Junior ___ Sophomore ___ Freshman ___ Other

Parent: _____ Work Phone: _____

Guardian/Spouse: _____ Work Phone: _____

Living on own ___ Married ___ Divorced ___ Children ___ Pregnant ___

Check all of the factors that apply:

- ____ Credit lag
- ____ Course failure
- ____ Poor attendance
- ____ Unexcused absences
- ____ Tardiness
- ____ Poor academic skills
- ____ General lack of success
- ____ Discipline referral
- ____ Low self-esteem
- ____ Poor motivation
- ____ Family problems
- ____ Single parent home
- ____ Abuse
- ____ Economic deprivation
- ____ Short-term goals
- ____ Free lunch
- ____ Reduced lunch
- ____ Disabilities
- ____ Poor nutrition
- ____ Poor health habits
- ____ Sleepy/tired
- ____ Inadequate homework condition
- ____ Negative school attitude
- ____ Peer role model
- ____ Criminal record
- ____ MMAT below 32 percentile
- ____ Social deprivation
- ____ Cultural differences

Please attach copy of transcript when sending referral

Referred by: _____ __

Date: _____

Student At Risk Referral Instrument

I. Rationale

Timely identification of students who demonstrate behavior or possess characteristics generally associated with being "at risk" is essential if effective intervention is to take place.

II. Referral Procedure

A. All building-level certificated staff members are to be in possession of copies of this instrument;
B. This instrument is to be completed regarding any student who demonstrates behavior or possesses characteristics generally associated with being "at risk;"
C. Upon completion of this instrument, a copy is to be forwarded to a member of the counseling staff;
D. The counseling staff member is to: 1) consult with the referring staff member; 2) evaluate the information regarding the student; and 3) offer, to the building principal, an initial determination regarding the student's "at risk" status;
E. The building principal will: 1) review all pertinent information and documentation; 2) offer a final determination regarding the student's "at risk" status; and 3) if warranted, develop an intervention strategy designed to aid the student.

III. Referral Instrument

Student Name: _____ Grade: _____

Referred By: _____ Building: _____

Referred To: _____ Date: _____

Reasons For Referral: (Check Corresponding Blank)

____ Poor Grades
____ High Absenteeism
____ Attitude Or Discipline Problem
____ Family Educational History
____ Economically Disadvantaged
____ Returning Dropout
____ Over Age For Grade Level
____ Physically Disabled
____ Single Parent Home
____ Low Self-esteem
____ Other (Please Specify)_____

Referral Form

Student Name: _____ Grade: _____

Instructor: _____ Class Period: _____

Present Grade: _____ Guidance Counselor: _____

Estimated time for completion of unit: _____

Does this student have an IEP? _____

Number of days absent? _____ Number of missed assignments? _____

Reasons for referral:

- ____ High absenteeism
- ____ Inattention/daydreaming during class
- ____ Needs help with English skills
- ____ Family/home problems
- ____ Needs English and/or math skills assessment
- ____ Does not complete homework
- ____ Low reading and/or math skills
- ____ Low self esteem
- ____ Poor test-taking skills

Objective/Skill to be improved or specific assignment to be completed:

_____

_____

_____

_____

_____

Actions taken by Learning Center Staff

_____

_____

_____

_____

_____

Alternative Education
School-to-Work Transition
Student Referral

Student Name: _____ School: _____

Address: _____ Age: _____ Grade: _____

_____ Date of Birth: _____

Parent Name: _____ Home Phone: _____

Place of Employment: _____ Business Phone: _____

Services provided by the Learning Center are available only to those individuals determined to qualify under three (3) or more of the following barriers to employment:

____ School dropout

____ Limited English language proficiency

____ Individual with disability (individual with an IEP)

____ Reading skills below the 9th grade level

____ Lacks significant work history

____ Individual from single-parent household

____ Homeless

____ Offender

____ Long-term AFDC recipient/free lunch

____ Math skills below the 9th grade

____ Pregnant/Parenting teen

____ Over age for grade level

I certify that these characteristics constitute a barrier to this student's chances for successful participation in school. I also ensure that documentation to support these identified characteristics is available for review at the referring school and that I might be asked to provide copies of this documentation at a later date.

_____

Authorized Official and Title Date

Course Information And Credits Earned

Graduation Requirements Completed

Class	Sem 1	Sem 2	Class	Sem 1	Sem 2
English I	( )	( )	Science	( )	( )
English II	( )	( )	Science	( )	( )
English III	( )	( )			
English IV	( )	( )	Fine Art	( )	( )
			Practical Art	( )	( )
SOCIAL STUDIES					
_____	( )	( )			
_____	( )	( )	Physical Ed	( )	( )
_____	( )	( )	Physical Ed	( )	( )
_____			And/Or Health	( )	( )
Math	( )	( )	Req. Tests: U.S. Const.		( )
Math	( )	( )	MO Const.		( )

Courses to be taken during _____ school year:

First Semester	Projected Second Semester
_____	_____
_____	_____
_____	_____
_____	_____

Attach Student Transcript

Prior To Enrollment, Prospective Students Must Furnish:

- Copy Of Social Security Card
- Copy Of Birth Certificate
- Proof Of Residency (Something With Name And Correct Address)
- Proof Of Family Income For The Past Six Month Period (From Date Of Application Back Six Months)
- Social Security Numbers Of All Family Members
- Selective Service Number (If Applicable)

Confidential
Individual Vocational Education Plan

Date: _____ Class: _____ Session: _____

Student's Name: _____ Age: ___ Sex: __ DOB: _____ Grade: ___

Address: _____ Phone: _____ Home School:_____

Parent/Guardian: _____ Sending agent/counselor: _____

IVEP Review Date: _____

Physical Health
Vision: glasses _____ contacts _____
Comments: _____
Hearing: _____
Medication: _____
_____
Physical Limitations: _____
_____
_____

Attendance
Days missed: This year _____ Last year _____
Supensions: This year _____ Last year _____
Tardies: _____
Comments: _____

Education
College work: _____
Related classes: _____
_____
Average grades: _____

Experience
Current Job: _____
Past Jobs: _____
_____
Volunteer Work: _____
_____

Test Data
TABE: 19_____
Reading: voc _____ comp _____
Math: _____
Language: _____ (Opt.)

TABE: 19_____
Reading: voc _____ comp _____
Math: _____
Language: _____ (Opt.)

Learning Style
_____ Work alone _____ work in group
_____ Kinesthetic/hands on learner
_____ Auditory/listening learner
_____ Visual/watching/reading learner
_____ Expressiveness--written
_____ Expressiveness--oral
_____ CITE Learning Styles Inventory
_____ Used for above data.

Special Considerations
_____ Notify teacher/resource person:
_____ Reading assignments
_____ Written assignments
_____ Math assignments
_____ Tests
_____ Supplemental study guides
_____ Assistance with note-taking
_____ Needs to use a calculator
_____ Sit in front of classroom
_____ Read test to student
_____ Adjusted course curriculum
_____ Use behavior contracts
_____ Career counseling
_____ Other: _____
_____ See Vocational Evaluator: _____
_____

Areas Of Strength
_____
_____

Areas Of Weakness
_____
_____
Comments: _____
_____
_____

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Student: _____ Date: _____

Goals
Goals for 19___
1st Quarter _____
_____
2nd Quarter _____
_____
3rd Quarter _____
_____
4th Quarter _____
_____

Steps
_____
_____
_____
_____
_____
_____
_____
_____

After Graduation
_____
_____
_____

Steps
_____
_____
_____

Future Schooling
_____
_____
_____

Steps
_____
_____
_____

Long-term Goal(s)
_____
_____
_____

Steps
_____
_____
_____

Additional Comments:

Grooming/Behavior Observations:

E: excellent
A: adequate
NA: not applicable
NI: needs improvement

_____ Wears appropriate clothing
_____ Clothing neat and clean
_____ Hair neat and clean
_____ Body clean
_____ Uses make-up appropriately
_____ Clean shaven face
_____ Peer interaction
_____ Authority interaction
_____ Attitude toward school
_____ Initiative
_____ Reaction to criticism

Program Coordinator/Instructor(s): _____
_____

Individual Vocational Education Plan

Student's Name: _____

Grade: _____ School Year: _____

Birthday: _____ Initiation of Services: _____

Date of IVEP Meeting: _____ Date of End Services: _____

Yearly IVEP Review Date: _____ Excluding June, July, and August: _____

Primary Disability: _____ Re-evaluation Date: _____

Documentation of Eligibility using the definitions for disadvantaged outlined in the Carl D. Perkins Act:

_____

_____

Reason(s) for early entry and student assessment data:

_____

_____

_____

_____

_____

_____

IVEP Committee Members Present
Names

Parent: _____

Parent: _____

Student: _____

LEA: _____

Special Education Teacher: _____

Eval. Team Member: _____

Individual Vocational Education Program

Vocational Goals And Objectives

Student: _____ School Year: _____

Required Instruction: _____

Related Services: _____

Implementor: _____

Annual Goal #: _____

_____

Short-Term Objective # (Including Criterion Level): _____

_____

_____

_____

_____

Beginning Date: _____ Ending Date: _____

Required Specialized Materials and/or Equipment: _____

_____

Evaluation Procedures: ( ) Teacher made test ( ) Demonstration

( ) Frequency count ( ) Other (Specify): _____

Evaluation Results: _____

_____

Annual Goal #: _____

_____

Short-Term Objective # (Including Criterion Level): _____

_____

_____

_____

_____

Beginning Date: _____ Ending Date: _____

Required Specialized Materials and/or Equipment: _____

_____

Evaluation Procedures: ( ) Teacher made test ( ) Demonstration

( ) Frequency count ( ) Other (Specify): _____

Evaluation Results: _____

Individual Vocational Education Program
Transition Plan from School to Work or Further Training

Student: _____ School Year: _____

Required Instruction: _____

Related Services: _____

Implementor: _____

Annual Goal #: _____

_____

Short-Term Objective # (Including Criterion Level): _____

_____

_____

_____

_____

Beginning Date: _____ Ending Date: _____

Required Specialized Materials and/or Equipment: _____

_____

Evaluation Procedures: ( ) Teacher made test ( ) Demonstration

( ) Frequency count ( ) Other (Specify): _____

Evaluation Results: _____

_____

Annual Goal #: _____

_____

Short-Term Objective # (Including Criterion Level): _____

_____

_____

_____

Beginning Date: _____ Ending Date: _____

Required Specialized Materials and/or Equipment: _____

_____

Evaluation Procedures: ( ) Teacher made test ( ) Demonstration

( ) Frequency count ( ) Other (Specify)_____

Evaluation Results: _____

_____

Individual Vocational Education Plan
List of Courses to Meet the Student's Overall Education Plan

Student: _____ School Year: _____

9th Grade

10th Grade

11th Grade

12th Grade

Confidential
Individual Vocational Education Plan

Student Name: _____ School: _____

Program: _____ Grade: _____

Address: _____ Phone: _____

Justification for Services: _____

Interest Test Given: _____ Results: _____

Aptitude Test Given: _____ Results: _____

Career Goal: _____

_____

Semester Goal: _____

_____

Objectives: _____

_____

Person Responsible for Follow-up: _____

Post-High School Services/Resources: _____

_____

_____

Comments: _____

_____

_____

_____

Prepared by: _____

Individual Vocational Educational Plan

Name: _____ Age: ___ DOB: _/_/_

Vocational Class: _____ Grade: _____

Present Job: _____

If not currently employed, are you looking? Yes _____ No _____

Employment Goal

When do you plan to complete this goal?

Plans after high school graduation / GED completion (Check all that apply):

_____ Work full time
_____ Work part time
_____ Military
_____ Other

_____ Two-year college
_____ Four-year college
_____ Trade/Tech. School
Where: _____

Transition Plan: _____

Values: _____

Special Skills: _____

Favorite Class: _____

Career Exploration: _____

Identifier: _____

Individual Vocational Education Plan

I. Personal Information

Student's Name: _____

Date of Birth: _____

Grade Level: 9 10 11 12 Age: _____ Male or Female

Home School: _____

State student's vocational training plan: _____

_____

Plans after high school graduation / GED completion (Check all that apply):

_____ Work full time
_____ Work part time
_____ Military
_____ Other

_____ Two-year college
_____ Four-year college
_ Trade / Tech. school
Where: _____

_____

_____

II. Academic Plan

_____ Basic skills (academic credit) Subject(s) _____

_____

_____ Enrolled in AVTS vocational training. Program _____
_____ Remediation of math skills
_____ Remediation of reading skills
_____ Career Exploration
_____ GED studies
_____ Counseling
_____ After-school study hall
_____ Study skills, taken for credit? Yes or No
_____ Tutoring
_____ Referral to _____
_____ Other _____

State reason(s) for implementation of plan: _____

_____

_____

III. Outcome for Student

_____ Graduated
_____ Delayed Graduation
_____ Earned GED
_____ Took GED
_____ Returned to Sending School
_____ Will Continue in Program
_____ Dropped Out of Program
_____ Dropped Out of School
_____ Dismissed from Program
_____ Earned AVTS Credit
_____ Earned Basic Skills Credit

Semester: _____ 1st _____ 2nd

_____ Earned Study Skills Credit
_____ Completed Semester of GED
_____ Other (Please Specify)
_____

Comments:

Individual Vocational Educational Plan

Student's Name _____ Date _____
Address _____ DOB _____
Parent's Name _____ Grade _____
Phone _____

Information
A.) Interest Inventory used _____
Areas of Interest _____

B.) Aptitude
ASBAB Date _____ CAPS Date _____
Strength _____

Support Services Needed

	9	10	11	12
Counseling				
Extended day				
Tutoring				
Basic Skills				
Class Monitoring				
Support Group				
Schedule Modification				

Attendance

	9	10	11	12
Absences				
Suspension				
Detention				
Tardies				

Grade 9 Annual Goal/Objectives _____
_____ Attained? _____
Grade 10 Annual Goal/Objectives _____
_____ Attained? _____
Grade 11 Annual Goal/Objectives _____
_____ Attained? _____
Grade 12 Annual Goal/Objectives _____
_____ Attained? _____

Career Center Program _____

Transition Plan _____

Long Range Vocational Goal _____

Expected Graduation 19 _____
Name: _____

Four Year Plan

	High School			
SUBJECT	Freshman	Sophomore	Junior	Senior
Language Arts				
Social Studies				
Mathematics				
Science				
Fine Arts				
Practical Arts				
Phy. Ed/Health				
Electives				
Electives				
Electives				
Electives				
Electives				
Electives				

Student: _____ Implementor: _____

Parent: _____

GLOSSARY

Academically disadvantaged refers to a person who scores below the 25th percentile on a standardized achievement or aptitude test, has secondary school grades below 2.0 on a 4.0 scale, or fails to attain minimum academic competencies.

Adults in need of training or retraining include individuals who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate degree but are not designed as baccalaureate or higher degree programs, and individuals who have already entered the labor market or have completed or left high school and who are not described above.

Advisory committees are a group of selected individuals from a community who represent a variety of groups. For example, a construction trades craft committee is made up of workers, employers, suppliers, etc.

Ancillary services are designed to support vocational education programs. The primary function is to ensure quality in the programs. Such services include teacher education, demonstration and experimental programs, development of instructional materials, evaluation of programs, and research activities.

Area vocational-technical schools are public educational institutions that have been designated by the State Board of Education.

At-risk applies to students with a high potential for future difficulties due to learning problems or other barriers.

AVTLC is an acronym for Area Vocational Technical Learning Center.

AVTS is an acronym for Area Vocational Technical School.

Basic Skills Instructors provide individual or small group instruction in areas of mathematics, reading, or writing skills--skills essential for students to complete successfully a vocational educational program.

Competitive employment is employment in a community-based job for remuneration.

Cooperative planning is a process of planning an individual program for learners involving the vocational teacher, academic teacher, student, parents/guardians, counselors, and appropriate community agency personnel.

Criminal offender means any individual, including a youth offender or a juvenile offender, who is charged with or convicted of any criminal offense.

Curriculum modification is the tailoring of all experiences and activities encountered in pursuit of occupational preparation under the direction of a school to meet the unique needs of the individual student.

DESE is an acronym for the Department of Elementary and Secondary Education.

Dictionary of Occupational Titles is an inventory of occupations within the economy and is prepared by the United States Department of Labor. This inventory provides information about the physical demands, working conditions, and aptitudes for a specific job, as well as identifies the job's relationship to people, data, and things.

Disability is a term meaning, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of such an individual, a record of such an impairment, or being regarded as having such an impairment.

Disadvantaged means individuals (other than those with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to succeed in vocational education programs. The term includes members of economically disadvantaged families, migrants, individuals of limited English proficiency, and dropouts (or those identified as potential dropouts) from secondary school.

Displaced homemaker refers to an adult who has worked as an adult primarily without remuneration to care for the home and family and has diminished marketable skills, who has been dependent on public assistance or on the income of a relative but is no longer supported by such income, who is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of Title IV of the Social Security Act within two years of the parent's application for assistance under this Act, or who is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, and who is described in this paragraph and is a criminal offender.

Early entry is a process that allows students who need an extra year in the vocational program to enter early to improve their chances of mastering the skills taught. Early entry is offered to provide appropriate educational experiences for students who will benefit from an additional year of vocational training.

Economically disadvantaged refers to families or individuals of low income according to available data such as AFDC, free or reduced lunch, or Pell Grant; or such families or individuals who are determined to be low-income according to the latest available data from the Department of Commerce.

Educationally disadvantaged means an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or who fails to attain minimal academic competencies. This definition does not include individuals with learning disabilities.

Foster children are children who receive, share, or are afforded parental care and nurturing from an adult who is not a legal or blood relative.

GED is an acronym for the General Educational Development test.

Hearing-impaired refers to a person who has either a permanent or fluctuating hearing impairment that adversely affects his/her educational performance but that is not included under the definition of deaf.

Individual Vocational Education Plan (IVEP) is a written program for students from special populations that is planned cooperatively with support personnel.

Individualized Education Program (IEP) is a program for learners who are disabled and is planned cooperatively with support personnel. The IEP must have the present level of educational performance, annual goals, and short-term objectives, amount of time spent in regular educational programs, necessary support services, an annual review date and a plan for transition to employment or further training.

Informal assessments are assessments consisting of a summary of existing information about a student.

Learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include individuals who have learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; or environmental, cultural, or economic disadvantages.

Learning style describes an individual's most efficient and effective method of learning.

Learning style inventories are instruments that indicate the ways individuals learn best, the qualities that are important to people in interacting with others, and the kinds of thinking patterns learners use in solving problems and making decisions.

Limited English Proficiency (LEP) individuals are individuals who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; or who are American Indians or Alaskan Natives and who come from environments where a language other than English has had a significant impact on their English language proficiency and who, by reasons thereof, have sufficient difficulty speaking, reading, writing, or understanding English that they may be denied the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Local Education Agency (LEA) refers to a school district.

Mainstreaming is the inclusion of students who are members of special populations in regular education classes with necessary support services being provided.

Migrant means an individual, or the child of such an individual, who has moved within the past 12 months (or has had a pattern of moving within the past five years) for the purpose of obtaining temporary or seasonal employment in an agricultural or fishing activity.

Nontraditional individuals are persons entering a vocational training program or occupation nontraditional to their gender. An enrollment of 80 percent of one gender is considered traditional.

Occupational Outlook Handbook is a publication of the United States Department of Labor that provides information concerning more than 850 occupations in a variety of major industries. Specific information provided for each major job includes what the job is like, places of employment, personal qualifications, training qualifications, educational qualifications, working conditions, earnings, opportunities for advancement, and sources of additional information.

On-the-job-training refers to the instruction on the performance of a job given to an employed worker by the employer during the usual working hours of the occupation

Postsecondary refers to a level of education designed primarily for youth or adults who have completed or left high school and who are in preparation for entering the labor market or continuing their education.

Prevocational education is training prior to courses designated as vocational education.

Readability formulas are the procedures used to determine the reading level of instructional material.

Regular vocational education program is full-time participation in regular vocational education program with slight modifications and/or resources.

Single parent refers to an individual who unmarried or legally separated from a spouse and is pregnant or has a minor child or children for which the parent has either custody or joint custody.

Special populations includes individuals with disabilities, educationally and economically disadvantage individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

Supplementary services are services designed to help students from special populations succeed in a vocational program. These services include curriculum modifications, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Supplemental teacher refers to a state-certified teacher who assists vocational teachers in the provision of instruction. This person should not assume the overall responsibility for instructing the class but, in order for the students to be successful, should provide additional instructions to students who are members of special populations as the needs of the students dictate.

The Missouri Show-Me Standards

Knowledge Standards

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education, and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle, and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation that includes knowledge of and proficiency in:

1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization).
2. Reading and evaluating fiction, poetry, and drama.
3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, and technical manuals).
4. Writing formally (such as reports, narratives, and essays) and informally (such as outlines and notes).
5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, and multimedia productions).
6. Participating in formal and informal presentations and discussions of issues and ideas.
7. Identifying and evaluating relationships between language and culture.

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation that includes knowledge of:

1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts.
2. The principles and elements of different art forms.
3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater, and visual arts.
4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.
5. Visual and performing arts in historical and cultural contexts.

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation that includes knowledge of:

1. Structures of, functions of, and relationships among human body systems.
2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management).
3. Diseases and methods for prevention, treatment, and control.
4. Principles of movement and physical fitness.
5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use).
5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use).
6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
7. Responses to emergency situations.

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation that includes knowledge of:

1. Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations.
2. Geometric and spatial sense involving measurement (including length, area, and volume), trigonometry, and similarity and transformations of shapes.
3. Data analysis, probability, and statistics.
4. Patterns and relationships within and among functions and algebraic, geometric, and trigonometric concepts.
5. Mathematical systems (including real numbers, whole numbers, integers, and fractions), geometry, and number theory (including primes, factors, and multiples).
6. Discrete mathematics (such as graph theory, counting techniques, and matrices).

Science

In Science, students in Missouri public schools will acquire a solid foundation that includes knowledge of:

1. Properties and principles of matter and energy.
2. Properties and principles of force and motion.
3. Characteristics and interactions of living organisms.
4. Changes in ecosystems and interactions of organisms with their environments.
5. Processes (such as plate movement, water cycle, and air flow) and interaction of earth's biosphere, atmosphere, lithosphere, and hydrosphere.
6. Composition and structure of the universe and the motions of the objects within it.
7. Processes of scientific inquiry (such as formulating and testing hypotheses).
8. Impact of science, technology and human activity on resources and the environment.

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation that includes knowledge of:

1. Principles expressed in the documents shaping constitutional democracy in the United States.
2. Continuity and change in the history of Missouri, the United States and the world.
3. Principles and processes of governance systems.
4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).
5. The major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationships to changes in society and environment.
6. Relationships of the individual and groups to institutions and cultural traditions.
7. The use of tools of social science inquiry (such as surveys, statistics, maps, and documents).

Performance Standards

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills, and competencies essential to lead productive, fulfilling, and successful lives as they continue their education, enter the workforce, and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students to reach their maximum potential. To that end, the Outstanding Schools Act of 1993 called together master teacher, parents, and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills ***and*** the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve their maximum potential. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

Goal 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to:

1. Develop questions and ideas to initiate and refine research.
2. Conduct research to answer questions and evaluate information and ideas.
3. Design and conduct field and laboratory investigations to study nature and society.
4. Use technological tools and other resources to locate, select, and organize information.
5. Comprehend and evaluate written, visual, and oral presentations and works.
6. Discover and evaluate patterns and relationships in information, ideas, and structures.
7. Evaluate the accuracy of information and the reliability of its sources.
8. Organize data, information, and ideas into useful forms (including charts, graphs, and outlines) for analysis or presentation.
9. Identify, analyze, and compare the institutions, traditions, and art forms of past and present societies.
10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.

Goal 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
2. Review and revise communications to improve accuracy and clarity.
3. Exchange information, questions, and ideas while recognizing the perspectives of others.
4. Present perceptions and ideas regarding works of the arts, humanities, and sciences.
5. Perform or produce works in the fine and practical arts.
6. Apply communication techniques to the job search and to the workplace.
7. Use technological tools to exchange information and ideas.

Goal 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to:

1. Identify problems and define their scope and elements.
2. Develop and apply strategies based on ways others have prevented or solved problems.
3. Develop and apply strategies based on one's own experience in preventing or solving problems.
4. Evaluate the processes used in recognizing and solving problems.
5. Reason inductively from a set of specific facts and deductively from general premises.
6. Examine problems and proposed solutions from multiple perspectives.
7. Evaluate the extent to which a strategy addresses the problem.
8. Assess costs, benefits, and other consequences of proposed solutions.

Goal 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to:

1. Explain reasoning and identify information used to support decisions.
2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States.
3. Analyze the duties and responsibilities of individuals in societies.
4. Recognize and practice honesty and integrity in academic work and in the workplace.
5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.
6. Identify tasks that require a coordinated effort and work with others to complete those tasks.
7. Identify and apply practices that preserve and enhance the safety and health of self and others.
8. Explore, prepare for, and seek educational and job opportunities.

Additional Information

Strategies for Working with At-Risk Students

- Expect the unexpected and be able to deal with it.
- React, but don't overreact. (Everything is not a crisis.)
- A flexible and innovative curriculum is a necessity.
- Remember that you can't personally save every student.
- Be flexible and patient.
- See that success is available through a variety of activities.
- Specific expectations should be written out and explained.
- Allow students the time and freedom to express feelings and frustrations.
- Respect students as individuals without being judgmental.
- Be a good listener.
- Earn respect instead of demanding it.
- Don't be afraid to let them know you care about them.
- Model appropriate responses to everyday situations for students.
- Remember and be sensitive to how painful teenage years can be.
- Give students a sense of power over their own lives.
- Respond to inappropriate behavior by exploring what is behind the behavior and by teaching appropriate behavior.
- Help students see the relevance of what they are learning.
- Be genuine and honest: they'll know if you are not.
- Be aware of your own stress level and back away when you can't deal with it.
- Teach students to laugh and see the brighter side of life.
- Catch students being good and let them know it.
- Reward students frequently.
- Be willing to forget and move on with a clean start every day.
- Teach them to forgive and forget.
- Smile, relax, and enjoy what you do.

The At-Risk Discipline Team Presents 100 Ways To Praise A Child

WOW • WAY TO GO • SUPER • YOU'RE SPECIAL • OUTSTANDING • EXCELLENT • GREAT • GOOD • NEAT • WELL DONE • REMARKABLE • I KNEW YOU COULD DO IT • I'M PROUD OF YOU • FANTASTIC • SUPERSTAR • NICE WORK • LOOKING GOOD • YOU'RE ON TOP OF IT • BEAUTIFUL • NOW YOU'RE FLYING • YOU'RE CATCHING ON • NOW YOU'VE GOT IT • YOU'RE INCREDIBLE • BRAVO • YOU'RE FANTASTIC • HURRAH FOR YOU • YOU'RE ON TARGET • YOU'RE ON YOUR WAY • HOW NICE • HOW SMART • GOOD JOB • THAT'S INCREDIBLE • HOT DOG • DYNAMITE • YOU'RE BEAUTIFUL • YOU'RE UNIQUE • NOTHING CAN STOP YOU NOW • GOOD FOR YOU • I LIKE YOU • YOU'RE A WINNER • REMARKABLE JOB • BEAUTIFUL WORK • SPECTACULAR • YOU'RE SPECTACULAR • YOU'RE DARLING • YOU'RE PRECIOUS • GREAT DISCOVERY • YOU'VE DISCOVERED THE SECRET • YOU FIGURED IT OUT • FANTASTIC JOB • HIP, HIP, HURRAH • BINGO • MAGNIFICENT • MARVELOUS • TERRIFIC • YOU'RE IMPORTANT • PHENOMENAL • YOU'RE SENSATIONAL • SUPER WORK • CREATIVE JOB • SUPER JOB • FANTASTIC JOB • EXCEPTIONAL PERFORMANCE • YOU'RE A REAL TROOPER • YOU ARE RESPONSIBLE • YOU ARE EXCITING • YOU LEARNED IT RIGHT • WHAT AN IMAGINATION • WHAT A GOOD LISTENER • YOU ARE FUN • YOU'RE GROWING UP • YOU TRIED HARD • YOU CARE • BEAUTIFUL SHARING • OUTSTANDING PERFORMANCE • YOU'RE A GOOD FRIEND • I TRUST YOU • YOU'RE IMPORTANT • YOU MEAN A LOT TO ME • YOU MAKE ME HAPPY • YOU BELONG • YOU'VE GOT A GOOD FRIEND • YOU MAKE ME LAUGH • YOU BRIGHTEN MY DAY • I RESPECT YOU • YOU MEAN THE WORLD TO ME • THAT'S CORRECT • YOU'RE A JOY • YOU'RE A TREASURE • YOU'RE WONDERFUL • YOU'RE PERFECT • AWESOME • A+ JOB • YOU'RE A-OK, MY BUDDY • YOU MADE MY DAY • THAT'S THE BEST • A BIG HUG • I LOVE YOU!

P.S. REMEMBER, A SMILE IS WORTH 1000 WORDS!!

Helpful Techniques for Working with At-Risk Students

Some helpful techniques for working with at-risk students include the following:

- Collect and analyze all available information relating to the individual.
- Help the student establish short-term and long-range goals that are realistic.
- Focus on learner abilities such as artistic, mechanical, or other natural abilities.
- Challenge the learner's interests and abilities.
- Do not label at-risk students as low achievers because of their different learning style(s).
- Identify the level of the learner and develop an open system of individualized instruction.
- Involve students in the planning process.
- Make goals clear to learners.
- Modify teaching techniques to the style and rate of learning of each learner. Use practical experiences and explanations rather than abstract concepts.
- Use concrete, tangible demonstrations rather than verbal and abstract.
- Use illustrations, audiovisual aids, field trips, and direct experiences whenever possible.
- Keep learners aware of progress at all times and give them reason to believe that they are succeeding.
- Orderly, well-planned procedures should be used to help give learners security and stability. Use progress charts to document achievements.
- Encourage learner expression whenever possible, such as during teacher-student planning and group activities.
- Format instructional materials into shorter units of work.
- Provide for frequent evaluation of learner progress to identify and provide necessary remedial assistance.
- Avoid covering too much content too quickly.
- Help to build learner self-concept and self-confidence by constant encouragement and reinforcement. Reinforce these students frequently to increase their motivation. Any feedback or praise that they receive will be helpful in encouraging them to continue or increase their performance level. It will also help to improve their self-concept.
- Work as closely and as much as possible with other agencies and school resources.
- Use a simple, direct vocabulary to keep communication channels open.
- Avoid sarcastic or judgmental comments.
- Recognize that the learner's vocabulary may be more limited and less precise than the peer group's.
- Make directions simple, explicit, and precise.
- Provide written assignment sheets or have learners copy assignments in notebooks to develop organizational skills.
- Use hands-on activities whenever possible.
- Provide reading materials with appropriate vocabulary levels (e.g., sentence structure and content suited to the student's reading level, interests, and experience). Utilize math and reading resource personnel.
- Allow the learners to progress at their own pace.
- Use constructive criticism.
- Refrain from creating undue pressures.
- Provide for closure at the end of lessons and units.
- Present examples of successful workers from various cultural or minority groups to

serve as examples and role models for students. Invite workers in the community from various cultural or minority group to come to the class and share their experiences with students. Assign students to interview community leaders and workers from various cultural or minority groups.

- Identify the reading and math levels for each student. Use this information in selecting or developing instructional materials.
- Encourage students who are proficient in hands-on skills to become peer tutors for learners. This situation can serve as a motivating activity, as a way for students to increase their academic skills by reviewing related reading and math material, and as a reinforcer for positive peer relationships.
- Field trip and shadowing experiences provide exposure to people who hold jobs associated with the program. Many of these students have no role model to follow in selecting or pursuing a career objective.
- Whenever possible, encourage students to assume responsibility. Placing them in positions where they can demonstrate responsibility and leadership abilities will allow them to actively participate in program activities rather than to sit passively in the classroom and listen.
- Student-teacher contracts are an effective approach to allow students to proceed at their own pace while still assuming the responsibility for completing assignments within a specific time period.
- Work with support staff to develop and implement appropriate modification techniques for students who display hostile or defiant behavior.

Recommendations for the Development of a Program for At-Risk Students

Key components of successful programs for keeping at-risk students in school: (1) administrative support, (2) community support, (3) family support, (4) funding support, and (5) development of a program geared toward the special needs of at-risk students.

- Develop a K-12 approach to retain at-risk students.
- Encourage creativity and ownership of programs, involve staff members in planning and decision making, and create a flexible management style.
- Involve community-based organizations. Develop business-education partnerships with local employers, and coordinate approaches with other service providers (private industry councils, community service organizations, and health and human service organizations).
- Assist families in dealing with problems related to family relationships, abuse and neglect, substance abuse, and low self-esteem and apathy.
- Use a multiple funding approach, and as appropriate, apply for funding from federal and state legislative programs pertaining to job training, vocational and adult education, special education, literacy, juvenile justice, delinquency, etc.

Recommendations For Structuring Programs

Teaching Style

Use a student-centered approach. Design classroom activities to build on individual student strengths, interests, needs, and desires while meeting state program goals. Be a positive role model for students. Demonstrate confidence, competence, respect for students, and trust. Offer encouragement.

Curriculum

Explain the curriculum so that students know what it entails. Be sure that the curriculum challenges all students, regardless of their ability, so that students can feel that they are achieving in meaningful activities. Use a variety of in- and out-of-school activities that are coordinated to meet both the education goals of the program and the students' needs, interests, and expectations. Vary daily activities to increase student motivation and productivity.

Students' Learning Style

Ascertain how much and what kind of learning has already taken place. Cite education objectives clearly so the students can have a clear understanding of what they are expected to learn before they apply their own learning styles to accomplish the objective set for them.

Classroom Organization and Management

Strive to keep every student involved in activities that are relevant to his or her needs and tied to clearly stated education objectives. Organize the classroom so that a variety of activities can be conducted at the same time by students working in small groups.

Evaluation and Assessment

Develop a comprehensive evaluation and assessment system that includes a separate testing plan for each type of student activity. Identify a variety of different test items and techniques to match the range of abilities of the students in the class. Use a variety of testing situations, and test when the situation calls for it rather than at preset intervals. Select evaluation instruments to complement the types of activities the students have used to master the skills being covered.

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